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ABSTRACT

The theme of this week-end conference was chosen in order to impress the Government and other authorities concerned on the necessity of libraries and librarians as an integral part of national planning. The five speeches presented are: (1) "The Principles of Educational Planning;" (2) "On Books, Libraries and Development;" (3) "Teachers' College Libraries and Their Contribution to the Nation's Educational Needs and Social Development;" (4) "How the Library can Contribute to the Nation's Educational Needs and Social Development;" and (5) "How Important is Research to Library Development Planning." (Author/NH)

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THE TANZANIA LIBRARY ASSOCIATION

PAPERS PRESENTED

AT

The Third Week - end Conference on

"PLANNING FOR THE FUTURE:
THE ROLE OF LIBRARIES AND LIBRARIANS"

AT THE

NATIONAL CENTRAL LIBRARY,

DAR ES SALAAM

Saturday 29th November - Sunday 30th November 1969.

Supplement to Someni No. 8, December 1970.

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OPENING SPEECH

by Mr. E.E. Kaungamno - Chairman, Tanzania Library Association

Good morning ladies and gentlemen; and welcome to the third week-end conference.

I would like, first of all, to thank all members for attending the conference. I would particularly like to thank all of you for your self-reliant spirit in arranging for your own accommodation thereby simplifying the job of the Conference Committee. You will recall that this is the first time that such a thing has ever been done.

I would also wish to express my deep gratitude to the Conference speakers, especially our two friends here, Messrs. Carter and Cunningham who, although they are not librarians, have showed great interest in our conference. All the speakers have willingly accepted the difficult "homework" of preparing the papers. As you will agree with me, the assignment has been no small task especially when it is remembered that the lecturers are fully preoccupied with their own jobs and that probably they had to burn the mid-night oil in order to meet the deadline. The fact that they accepted the work and that they have beaten the dead-line reflects their serious concern about the Conference.

Coming to the theme of the Conference you will note that it is concerned with planning for the future and the role of libraries and librarians. This year's conference has for the first time broken the trend of the past two week-end schools which were concerned mainly with down-to-earth library subjects which were meant for library attendants and library assistants.

The choice of this theme perhaps shows the dilemma facing a young association like ours which is trying to tackle many problems at once. The Tanzania Library Association's objectives, as you all know, are:

(a) To encourage the promotion, establishment and improvement of libraries, library services, books and book production.

(b) To improve the standard of librarianship and the status of the library profession, and

(c) To bring together all who are interested in libraries[1].

With so many problems looming before the Association, should it, as its duty, cater only for library assistants who probably comprise a large number of the audience here or should it, once in a while, pick up a sophisticated theme like the present one which is probably less meaningful to the library assistants? I do not believe there is a cut and dry answer to this.

The theme under review, has been chosen in order to impress on Government officials and other authorities concerned on the necessity of libraries and librarians as an integral part of national planning. Indeed the "need for libraries was recognized by the Conference on African Ministries Education convened at Unesco Headquarters in March 1962 to follow up the recommendations of the Addis Ababa meeting. The Conference considered libraries to be among the essential factors in any programme, for the extension and improvement of education in relation to economic and social development".[2]

Unfortunately, and this is [illegible] librarians have to fight against, "governments are inclined to look askance at schemes which involve heavy recurrent expenditure; they have to be convinced that libraries are a social and economic necessity and that money spent on libraries pays a dividend by way of their contribution to the national knowledge which in turn, contributes to the national prosperity".[3] There is another reason why governments tend to neglect libraries. "The provision of an efficient library service lacks the impact (and vote catching powers) that the establishment of a national airline, or building a steelwork possess, and is therefore unlikely to be given priority in a territory's development".[4]

I do hope that this Conference will go a long way to "sell" the library idea to authorities concerned, and that it will remove the misconceptions like those just mentioned. I must emphasize here that only a professional group like this one can have an impact and not a single or several librarians acting independently. Professional unity is very much needed here.

Ladies and gentlemen I do not want to take more time on this. We have a hard job waiting for us and I seriously hope that we will have meaningful deliberations in these two days. Thank you.

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THE PRINCIPLES OF EDUCATIONAL PLANNING

By Mr. J.R. Carter

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As President Nyerere has reminded us, 'to plan is to choose'. But there are various ways of exercising choice. You may take the line of least resistance. Your decision may be the result of a careful calculation of group preferences. You may base your choice on traditional ideas and prejudices. But the President was referring to a kind of choice, which was entirely different from all these. He was evidently thinking of choice based on clearly defined national objectives and a careful analysis of all the relevant factors.

Previous plans for educational progress, both here and elsewhere in Africa, have been programmes rather than plans, lacking as they did on the one hand any clear-cut goals related to other national goals and on the other hand any comprehensive analysis of the factors involved. In earlier stages of development, there was perhaps some excuse for this, since every conceivable planning target was so remote as to have little practical meaning. But these first beginnings are now matters of history. Today, in the independent African countries, it is impossible to avoid the necessity of planning educational progress as an aspect of national planning and in harmony with all other aspects of national endeavour.

There are two important reasons why at independence the planning of educational services became from the outset a matter of urgent national concern. First, the replacement of foreigners by citizens, as quickly as possible, in all the leading positions in administration and in the national social and economic life became overnight a vital objective. Secondly, in view of the popular demand for educational

opportunity, educational services threatened very quickly to become so expensive as to endanger national solvency and to smother other vital objects of government expenditure.

Independence also meant the birth of nationhood and the creation of national goals unthinkable under the colonial system. One of these goals in Tanzania and elsewhere was the extension of basic education to the whole people, not only as a matter of personal right, but also because its possession was considered essential for participation in the fruits of material progress. Education was seen as the passport needed for crossing the border separating a traditional polity, with its tribal organization and its subsistence economy, from the modern world of national states and scientific, mechanised production.

Thus, the rapid growth of educational services after independence was stimulated, not only by the immediate demand for citizen manpower, but also by certain pervasive convictions about the role of education in relation to national progress. It is not surprising that national budgets, already heavily committed to promoting economic and social development on a wide front, were too frail to bear the exceptionally heavy cost of a rate of educational progress commensurate with national ambition.

The urgency of planning was made more acute in many countries by the high rate of growth of the population. Such conditions not only continually increased the size of the task to be accomplished, but also enlarged the burden on the productive section of the community. The goal of universal education was no longer a fixed and measurable target in terms of current population statistics, but a moving object. Overtaking the shortage of educational opportunity was like running to catch a moving bus.

Thus, the heavy expenditures on education posed an economic problem of primary importance in a developing country, for such expenditures were in direct competition with expenditures on economically productive enterprises, or on infrastructure of high economic significance, such as roads and railways. It is arguable that a country anxious to pull itself up by its own bootstraps as quickly as possible should give absolute priority to the financing of economic development; for such development is necessary to provide the economic base needed to finance social services. But such a system of priorities might spell the total stagnation of education progress, or even a loss of ground in relation to the increasing needs of a growing population.

Educational planning is, therefore, a necessary part of any systematic attempt to organise social and economic progress in a developing country. It is an aspect of economic planning. For not only are the financial implications of any plan for education of considerable consequence in any economic plan, but also the outputs of education itself are vital to the achievement of economic goals.

In the last ten or fifteen years, there have been a number of economists, who have argued that the main object of education is to provide educated and skilled manpower, which is one of the factors of production in economic life. Consequently, they have claimed, expenditure on education should be looked upon as an investment, just as expenditure on machinery is an investment. They have held that it ought to be possible to calculate the returns on educational expenditure in much the same way as the returns on investment in physical plant can be determined and thus to acquire a means of deciding how much educational expenditure is appropriate in a given situation.

There are various reasons why an investment approach to educational planning has little practical value, particularly in a developing country. The first and most important reason is that not all educational activity has an economic purpose. Primary education, for example, though indirectly of economic value, produces little in the way of employed manpower. The motivation for a programme of primary school development is political and psychological rather than economic in character. Secondly, the 'returns' on educational investment cannot be measured in meaningful economic terms. Attempts have been made to assess the economic benefit to be derived from a particular course of education by calculating the additional earnings accruing to those who have completed such a course. But such earnings are also subject to economic influences entirely independent of educational attainment, such as the terms of international trade and , in a socialist country like Tanzania, they are also influenced by government policy. The financial benefit arising from a particular course of education can only provide an approximate measure of the returns on such a course in a free market economy, which is relatively sheltered from the impact of external influences; but in a planned economy, subject to government regulation of incomes and heavily dependent on world trade, little or no economic significance can be attached to such a calculation.

It seems clear, then, that an attempt to treat education as an investment producing returns capable of financial measurement is unlikely to produce results of any use in educational planning.

In recent years, the planning of educational services at the higher levels has generally been based on the production of sufficient educated people to meet the anticipated needs of the economy for trained manpower. The first attempt to relate educational development to such purposes was the

Ashby Report in Nigeria of 1960, which bore the significant title: "Investment in Education," and many other educational plans since that date have used the same approach, including our own Tanzanian educational plans of 1964 and 1969.

The use of manpower forecasts for planning secondary and higher education depends for its validity on whether the country's manpower requirements can be more or less accurately foreseen. The problem is made more difficult by the fact that the gestation period of trained manpower is often very long. It takes eleven years after leaving the primary school to produce a professional engineer and at least twelve years to produce a fully qualified doctor. Consequently, forecasts of manpower requirements, to be of use to the educational planner, need to extend over a period of ten or fifteen years. Moreover, some idea of the likely state of demand a dozen or more years ahead is necessary to ensure that the physical plant is not over-expanded to meet transitory needs, such as the need for localisation, but is limited to a size required to bring supply and demand into approximate equilibrium at the end of that period. It may seem surprising that, in a country so short of educational facilities, the danger of exceeding demand should exist, but there is indeed such a danger. For example, it would be only too easy to over-expand the primary teacher training college system in response to immediate demands, overlooking the fact that, once universal primary education has been achieved, the annual demand will be confined to those required by the natural growth of the population and the replacement of persons leaving the teaching service on retirement or otherwise; whereas prior to this date, teachers will also be needed in large numbers in order to move towards the goal of universal primary education. The maximum expansion of the training system needs to be calculated, therefore, by reference to the demand for teachers immediately after the achievement of universal entry.

The planning of manpower development has nowhere been more consistently pursued than in Tanzania. Nevertheless, the validity of manpower targets does not escape occasional challenge. It is sometimes said that the shortage of high level manpower in a developing country is so great that the country needs all that can be produced. How, it is asked, can any limit be set on the number of doctors needed in a country with one doctor to thirty thousand inhabitants? But this line of reasoning is in fact a false one. The number of doctors that a country can employ depends, unfortunately, not just on the need, but on the number that it can pay for, and for whom it can provide clinical equipment and premises. Similarly, the country's requirement of engineers is a function of the engineering works that it can organise and finance. In the last resort, the availability of financial and other resources and organisational capacity determine the limits on the amount of use that can be made of high-level skills.

Manpower planning involves, therefore, an estimate of the amount of growth in all sectors of the economy that is practicable and reasonable, and a calculation of the amount of manpower needed to support such growth. For obvious reasons, economic plans are almost always ambitious in the hopes and expectations that they embody, so that manpower forecasts can usually be counted on to be on the generous side. Experience in a number of countries has indeed shown that there is more danger of oversupplying the market for high-level manpower than of producing a shortage.

Educational planning, however, involves not only the process of meeting the numerical demand for high-level manpower, but also of producing the right skills, of the right quality, at the right time. Here in Tanzania, for example,

it has been necessary to pay much attention to the improvement of scientific studies throughout our educational system, not only in order to meet our targets in scientific personnel, but also to create a more widespread understanding of the role of science in daily life. The increased emphasis on manual crafts and other practical subjects in the secondary school is of the same nature, not only contributing to an increase in the effective supply of craftsmen and technicians, but also helping to create generally an appreciation of the modern world as it is in practice, rather than merely theoretical notions of it. Training the hand as well as the brain is seen as a necessary part of education in a developing country.

While at the higher levels the volume of educational activity must be regulated according to the demand for high level manpower, the problem of planning primary education is of quite a different kind. In Tanzania, it is believed that the raising of living standards and the growing use of modern methods of production are inseparable from universal literacy and the spread of education throughout the national community. The goal of Universal Primary Education is therefore regarded as a national objective of the greatest importance. It is, however, impossible to measure the economic returns from such a policy, so that we cannot hope to decide how fast we can move forward by comparing the benefits with the cost. The benefits are, indeed, not purely, or immediately, economic. The advantages of a basic education are, on the contrary, probably much more psychological. While there is at present little evidence to prove that a primary education directly increases productivity, it is certain that it gives a sense of emancipation from the limits surrounding a traditional way of life and opens up an awareness of the possibilities of growth beyond those limits.

It is not, therefore, surprising that developing countries, anxious to share as soon as possible in the material benefits of modern life, see in the general dissemination of education a decisive step forward. To leave a large part of the population permanently outside the scope of education is seen as a denial of the hope of progress.

The problem for the planner is to decide how fast the advance can be, without overburdening the economy, or robbing other essential services or economic activities of their proper share of the national wealth. This is not always an easy problem to solve. Moreover, within the educational sphere itself, it is sometimes difficult enough to assign appropriate priorities. Some people argue that a larger share of the resources made available for education should go to the education of adults, who have missed out on any form of education in their younger years. If you concentrate all your money on educating the children, they remind us, it will be fifteen or twenty years before the fruits of such expenditure are harvested; but if you begin now with mature men and women, the social benefits may quickly become apparent.

Thus, we need to find some way of balancing the primary education of children against the education of adults, and the education of both against the other needs of the economy.

Taking first the question of adult education, the situation is greatly influenced by the fact that, in African countries, the popular demand for educational opportunities for children is deep rooted. It is, therefore, hardly possible to abandon plans for promoting primary education in the interest of the adults. Moreover in view of the rapidly rising population, any failure to keep pace with

the growing school age population would not only be unacceptably retrograde, but would leave a legacy of increasing ignorance and illiteracy for future generations to cope with. It can, therefore, be assumed that a country is in practice committed to the expansion of its primary school system at least as fast as to keep pace with the growth of population.

But there is at present another reason why it would be both imprudent and unacceptable to jettison plans for primary school expansion in order to make possible a rapid growth of education for adults. It is, namely, that no African country has yet successfully launched a programme of adult education on a massive, national scale. Primary education, for all its numerous and serious short-comings, is at least a familiar process, following well established procedures. No such precedent yet exists for a widespread system of adult education. It follows that in the adult field there is urgent need for experiment both with methods and with institutional forms on a national scale; but it is in the nature of such experiment that it is incompatible with the immediate implementation of a programme of national development in adult education.

In Tanzania, an intermediate solution to this problem is being adopted in the Second Five Year Plan. First, the growth of the primary school system is being organised at a speed not greatly in excess of the estimated growth of the economy. This means that there will be a slight shift of resources away from other objects of expenditure towards expenditure on primary education, but a shift that is carefully controlled and calculated in advance. At the same time, significant resources are to be devoted to building up from the ground a system of adult education on entirely

new lines, that is, a system that makes incidental use of the resources both in premises and in teaching personnel of the primary schools themselves.

By the end of the Second Five Year Plan, it should be possible to review the success of this initiative and to take new decisions about the growth of educational services for adults during the formulation of the Third Five Year Plan.

Having reached decisions about general rates of growth, it has then been necessary to consider a whole series of planning problems affecting the deployment of the resources made available. What, in terms of training and educational qualification, should be the nature of the teacher force in the primary schools? How much resources should be set aside for educational materials, having in mind the need to reorganise an entirely Kiswahili curriculum in line with the needs of the country? What is to be done about expensive boarding education, having in mind particularly such problems as those of the nomadic population of the Masai steppe? How, taking advantage of the principle of self-help, can capital resources for school building best be distributed? How can a special impetus be given to the more backward areas and a modest restraint be imposed on the more advanced, so as to promote a greater equality of educational opportunity? By what principles do we propose to regulate educational development in the urban areas? These and numerous other problems have had to be considered and answered in the light of the cost of the alternative possibilities and the total resources available.

This account of the planning of primary education illuminates the fact that there are two separate, though connected, operations involved in planning educational services. One is to determine the grand strategy and to relate it to the growth of the economy as a whole in respect both of the output of manpower and of the financial cost of the service. The other is to arrive at numerous educational and logistic decisions, whose importance is in the effect they have on the efficiency of the educational system in carrying out the tasks entrusted to it.

Here, I would like to take as an example the problem of scientific education already mentioned.

All the evidence in the manpower statistics and the growing problems of physical development, as well as the earlier experience of countries like the U.S.S.R., shows that considerably more needs to be done about both the amount and the efficiency of scientific education. The need arises in its most general form already in the primary school where a basic introduction to science with a very practical bias needs to be given. Beyond that, a more efficient teaching of science is needed in the secondary school, not just as a textbook subject, but based as much as possible on practical work and application. These foundations are of the utmost importance in creating appropriate attitudes and aptitudes for more specific training in scientific disciplines at a later stage.

Next comes a considerable strengthening of advanced scientific education, with special regard for technical education and the education of professional engineers, doctors and other scientific personnel. Training for the engineering and construction industries at all levels is particularly

important and needs to be lifted out of the second-class status, that has seriously hampered development in this area in the past. Engineering education belongs to the industrial sector of the economy, a small but growing element of great importance for economic growth, and within industry the technician has a leading role as the principle organiser and controller of mechanised production. Even more than the engineer, with his overriding responsibilities for production and design, the technician is the spearhead of industrial operations, with direct responsibility for output and efficiency. The production of a technician cadre, which is adequate in training and motivation and sufficient in numbers, is one of the most important specialised tasks of the educational system.

Parallel to the training of engineers and technicians is the education of agricultural graduates and assistants. Here, as in the engineering field, the problem lies not only in the organisation of adequate training institutions at appropriate levels, but also in the prior acclimatisation of pupils in the primary and secondary schools to agricultural problems. In agriculture, moreover, planning involves close cooperation between the two Ministries responsible respectively for National Education and Agriculture, without which an adequate and efficient system of training is unlikely to be established.

It will be seen that both agriculture and industry call for a specialised education, which orginates in the secondary school. A planned development of secondary education away from the purely general curriculum hitherto used, towards a curriculum biased towards the requirements of certain main elements of the national life - agriculture, commerce, industry, - is now in train. While a great deal of basic instruction

necessarily remains, introductory courses in commerce, in agriculture and in workshop technology are providing a foundation for later vocational studies and at the same time endowing the secondary school with an atmosphere of relevance and participation in the life of Tanzania. To bring about these changes in the secondary school, it is necessary to plan capital development programmes on appropriate lines and at the same time to make satisfactory provision for the training of teachers, who will become responsible for these subjects in the schools.

It will be realised from the examples given that the planning of educational services calls for choices on two levels. The first, both in time and in magnitude, are the economic choices, involving the response of the educational system as a whole to the specific demands of the economy and the cost of equipping it to respond to such demands. After that come a large number of choices, which determine the details and affect the quality of response. After this, one thing remains to be said.

The planning of all complex human activities always involves many assumptions and approximations, for our information about the facts is never adequate to our need of them. Moreover, there are unexpected elements in the human response, which may greatly affect the outcome of the best plan. We know, therefore, from the outset that our plans will need correction and modification as experience accumulates. Planning is not, therefore, a feverish activity undertaken once every five years and then laid down, but a continuing process. Some of the choices already made have to be remade, because in the meantime the underlying facts are found to have changed, or the targets to have been modified. Such is the nature of planning.

And the importance of planning is more than the advantages of good housekeeping. For its real importance lies in man's decision to live no longer subject to the caprice of his environment, but to control it and to modify it in accordance with his own needs and desires. Planning by a nation, or a community, of its own future is, therefore, an activity typical of modern man as a member of society. In educational planning, he faces his most searching test, for he is concerned with the production, not of things, but of mature human beings, where failure means human failure and waste means human waste. This principle of educational planning is the most important of all.

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ON BOOKS, LIBRARIES AND DEVELOPMENT

by Griffiths Cunningham

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Dar es Salaam.

Introduction

In the current development mythology there is thought to be a very strong connection between the level of education of the citizenry and the general level of economic development. Hence it is felt that the more developed countries are more literate, less developed countries are less literate. We can probably safely assume that this is indeed the case, and since as dispensers of books librarians and their libraries play a key role in fostering literacy, we should examine the role libraries can or should play in a developing country.

Quality of Readership

By definition a developing country is short on reading skills. Illiteracy rates in Africa are generally well above 50% and in Tanzania probably above 70%. This means that a librarian is serving only a small fraction of the total population.

Developing countries are also characterized by the fact that the majority of the so-called educated population have achieved only a very basic education, a very small percentage being fortunate enough to proceed to secondary school or beyond. This very basic education, either 4 or 7 to 8 years of primary education, provided the school-leaver with a very low level of literacy skill.

For librarians, therefore, you are confronted with a dilemma of sizeable proportions, which is that the vast majority of the population cannot take advantage of your services because they are totally illiterate, and the majority of the so-called educated have only a very low-level of reading skill and therefore require a very special library service and for that matter a very very special publication service.

Other qualities of your potential readership are as follows:

(1) 90-95% of Tanzania's population live in the rural areas, and but for the radio are more or less completely cut off from the nation's modern developing cultural and intellectual life. Most of the country's readers are unfortunately town or city dwellers and are therefore accessible to librarians but far removed from the real development action which is and will remain for some time primarly in the rural areas. It is the small members of educated who live in the rural areas who we must be concerned with alongside the partially educated primary school graduate.

(2) Literacy skills atrophy and die away if not excercised therefore rural areas readership requires some form of a library service if barely literate school leavers and new literates are to hold on to their skills and perhaps develope them to a higher level. This very fragile asset of literacy therefore requires feeding and servicing and librarians should therefore be thinking of this problem.

(3) Rural readers lack motivation, lack electricity, and lack intellectual stimulation-hence the backwardness of rural areas. If intellectual stimulants are going to the effectively distributed a certain amount of "sales effort" will be required.

(4) Rural readers probably need certain kinds of mental stimulation, and certain other kinds, common in most traditional libraries, are probably premature or irrelevant. Books in Swahili, books on simple development themes, books on local institutions, and books to lure people into libraries - whatever they may be - are needed. Libraries in developing countries have to be serious institutions, geared to the fostering of development of all kinds. This development interest might need to be disguised and sweetened in order to gain initial acceptance, but the serious part of it should remain the central theme.

(5) Rural readers are scattered and cover an enormous geographical area, therefore special means are required to bring them books, and the conventional library is irrelevant to the needs of the rural readership.

What to do?

Assuming that what is above is a reasonably accurate description of the current reading situation in in Tanzania we should be able to go on to deal with a realistic action programme.

The first priority would be an analysis of available literature in Swahili. Next a means of distribution needs to be sought which will get reading materials into the rural areas, and get it to the key development personnel.

It is idle to speculate on a programme of library construction for the rural areas as neither the money nor the librarians exist, but there are rural institutions which naturally lend themselves to this such as primary schools, rural training centres, community centres, and missions. Since primary schools are now to take on an adult education function they become the natural institutional base for rural libraries and since rural teachers could play a very strong mobilizing role in the rural areas, they could be seen as the most important target population on the theory that by reaching the teachers you are, in effect, reaching a much wider population.

Next an analysis should be made of how to allocate our scarce resources of money and librarians on a country-side basis. At present Dar es Salaam and a few large towns receive almost all of the available books, libraries, and librarians. This is natural, but not necessarily right, and a modest reallocation of resources, based on several pilot projects, and experimenting with various rural library programmes should be tried. Radio might be used in several ways. Programmes on new books, discussion of existing books, and most important a servicing programme for rural librarians on the adult education network might be useful.

The most serious constraint it seems to me is in the very small number of books available in Swahili. Perhaps a more widespread use of Swahili - language books would lend support to a campaign to get more books written in Swahili and more translations into the Swahili language. A wider use of literacy as a tool to development might also clear the air in the eternal debate on the use of English in Tanzania, because if the translation into Swahili of foreign language books does not become a major industry then surely the future of Swahili as a written language will be very insecure.

Librarian Training

On this subject only one thing needs to be said. In the rural areas we will find initially a very small interest in books and reading. Librarians or your agents dealing in book distribution for rural areas need training in the preparation of visual aids and display techniques. Consideration should also be given to a thorough discussion of buying and distribution criteria so that library collections are as relevant as possible. Thought must also go into the problem of space and its most efficient utilization, and where in a community the library would best be situated.

Conclusion

Libraries as we know them in Tanzania are likely to remain an urban institution for the foreseeable future. But the written word plays a very important role in the development process and it should be your concern to make relevant literature available to nation builders in the rural areas. This will require a very flexible approach and some radical thinking on the part of the officials of our library services. Happily a programme of adult education for rural development already exists in Tanzania, and you can probably attach yourself to that at least on a pilot basis to gain experience and insight. Development will remain dependent on the rational utilization of our resources and there can be no rational utilization of resources without an effective rural education programme. Part of education will always be dependent on private reading, but in a poor country such as Tanzania we cannot expect individuals to be self reliant in the purchase of books. Hence libraries can and must play a part, but probably not an orthodox part as we have neither the Swahili language books, nor the money for libraries nor the manpower to man them.

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TEACHERS' COLLEGE LIBRARIES AND THEIR CONTRIBUTION TO THE NATION'S EDUCATIONAL NEEDS AND SOCIAL DEVELOPMENT

by E.E. Kaungamno,
Assistant Director, Tanganyika Library Service.

Looking at the topic, I am reminded of a course I took on "curriculum planning" and the required readings which were Bloom's Taxonomy of Educational Objectives: Cognitive Domain[1], and Krathwohl's Taxonomy of Educational Objectives: Affective Domain[2].

I feel that the two books have special relevance to the topic under review. First, the objectives of Tanzania's education and her aspirations towards social development must be outlined. Then it seems logical to me to discuss what contribution teachers college libraries can make. I believe it is meaningless to talk about the contribution without knowing first what it is. The final task, it seems to me, should be focused on the policies, or courses of action aimed at reaching the objectives; followed by the procedures or methods of carrying out the policies; and then the programmes or steps for accomplishing the objectives and perhaps most important of all the financial implications of these objectives. The interaction of all these factors will undoubtedly affect the role of libraries in meeting the nation's educational needs and in promoting social development.

In discussing Tanzania's educational needs and social aspirations, one must, of necessity, refer to The Arusha Declaration and Tanu's Policy on Socialism and Self-Reliance and particularly to President Nyerere's Education for Self

Reliance and Socialism and Rural Development. The education system must not widen the gap between the haves and have-nots, but it must, in the words of the President "foster the social goals of living together and working together, for the common good. It has to prepare our young people to play a dynamic and constructive part in the development of a society..... "Our educational system must therefore inculcate a sense of commitment to the total community."[3]

That college libraries contribute to the country's educational needs and social development is an accepted fact but one which cannot be well substantiated. Libraries, being what they are and doing what they do, cannot offer a tangible evidence of their product. But hotels, factories or national parks, to mention a few examples, can quite easily say how much profit they have made or how much loss they have incurred. I leave the rest of comparisons and contrasts to be drawn by the audience.

There is, however, a positive evidence from economists with regard to what libraries can contribute. Economists such as Alfred Marshall, Karl Max, Adam Smith, John Vaizey, Frederick Harbison, Charles Myers, Simon Kuznets and Thodore Shultz[4], to give only a few names; have found, while studying the "economics of education" and "investment in human capital" that "there is a close relationship between investment in human growth as measured by the Gross National Product."[5] Thus education contributes to economic growth which in turn improves the standard of living of the people. If I may push the argument to its logial conclusion, assuming that books are part and parcel of education which promotes economic growth and social development, it can equally be assumed that libraries do likewise.

But the topic under discussion is "what special role do teachers college libraries play in this respect?"

It seems to me that the concern here is about the place of a library in a teachers college whose probably most important responsibility is to train teachers who will determine the right attitudes in our societies and who will shape the ideas and aspirations of the nation. Furthermore the concern here is on a teachers college which is "an institution of higher education from which students should emerge self-reliant and independent, academically sound, and well versed in the principles upon which good teaching is based."[6]

The function of a college library, therefore, is of strategic importance. It must be an integral part of the college in that it must enrich the college curriculum. For the effective use of the library, teachers must be taught how to use libraries. The present trend of using a single textbook leaves much to be desired. Not only does it encourage narrowmindedness but it also kills intellectual curiosity. We all know that this is largely the fault of the previous educational system which this country is trying hard to change.

If the situation is not remedied, it is unlikely that teachers who do not know how to use the libraries will encourage the students to use primary and secondary school libraries. The problem will not end there! In future, these students will not make effective use of teachers college libraries if they go into teaching or university libraries if they go for higher education; they will be unable to use libraries in ministries and other organizations where they will be working; which means they will

not be able to pick up new techniques which might increase the efficiency of their jobs. Last but not least, of course, they will fail to use public libraries for self-improvement, research or entertainment.

The repercussion, as you can see, will be nation-wide and will have long-run adverse effects. We only have to remind ourselves about what President Nyerere has said about the importance of books - that they "are a very important way to knowledge, and to self-improvement; from them we can learn new ideas, new techniques of working, and new methods. We can learn about the development of man in all its different aspects; we can broaden our understanding of other peoples, and even of ourselves. All the experiences of mankind all his discoveries and his inventions", the President concludes, "can be learned about through reading"[7]

The implication of all this is that our civilization will be at stake, for what is education as Mr.L. Leonard has put it, if it is not "the process by which men acquire the civilization of the present and contribute to the civilization of the future."?[8]

The previous analysis of the negative results which might follow if teachers did not teach their students how to use libraries does in fact raise another very important point which upholds the pivotal importance of teachers colleges in developing countries, Tanzania included of course. Perhaps these countries should seriously consider Mr. Fonny's suggestion that "if a definite priority has to be established it may be that library development first takes place in teacher training colleges as an essential prelude for library development at all levels."[9]

At this juncture it is perhaps appropriate to review what steps if any, have been taken by the Government in establishing teachers college libraries.

Soon after independence, Tanganyika as it was then called, realized the urgency of improving and training teachers in great numbers in order to meet the country's requirements. As a result a U.S.A.I.D. - TANZANIA Project (alias Kent state University Project) was established in 1962 and it was designed "to expand and improve the teacher shortage at the Secondary School level which treatens to block the expansion of secondary education vital to the development of Tanganyika"[10] The Project concentrated on three educational areas - Library Science, Audio-Visual Education and Health Education. With the full development of these Key fields at the Dar es Salaam College of National Education (built by the Project), it was hoped that their influence would spread to other Grade A Colleges and Schools all over the country!

The Tanganyika government was particularly keen in improving the status of libraries. As a result a model library for all Grade A Teachers Colleges, was established at the Dar es Salaam College of National Education. It was also selected as the centre for a network of library services and was duly charged with the following responsibilities:

(a) to act as a central library or miniature Library of Congress, so to speak, for Grades A Teachers Colleges (at Butimba, Marangu, Korogwe, Morogoro and Mpwapwa) in classification and cataloguing and in advising these libraries on how they should be run,

(b) to staff the colleges with Library Assistants who would be responsible for organizing the libraries, and

(c) to offer Library Science to Diploma student-teachers so that on completion of the course they might be able to run libraries in secondary schools where they would be teaching

These were, in brief, the library development plans suggested by the Kent State University Project which started in 1962 and ended in 1966. The genesis of a sound country-wide teachers college library service had been established to ensure that Tanzania's educational needs would be met.

I am afraid the original intentions of the Project might be nullified if the following problems are not rectified.

Perhaps the first major problem concerns the difficulty of "selling" the library idea to administrators concerned and getting the necessary backing and sympathy essential for the effective operation and growth of a college library. In part this is probably because a tutor/librarian occupies the bottom rung in the decision-making totem-pole, so to speak. The lack of backing and sympathetic or understanding attitude on the part of the authorities concerned manifests itself in various forms:

The tutor/librarian is normally regarded more of a teacher than a librarian. Even his salary is that of the former and not the latter. Teaching becomes an essential duty while librarianship is regarded as an extra-curricular activity. The tutor/librarian is usually so much overwhelmed with the non-library College routine that he devotes very little to organizing the college library and helping the students and staff.

Speaking of salaries, the teachers college libraries will always have the problem of recruiting qualified lib librarians on a permanent basis. The Dar es Salaam College of National Education is probably a good example. Since# the establishment of the library during the Kent State University Project, there has been no established cadre of librarians and salary grades which will induce library professionals to take up tutor/librarianship as a career. It might be advisable to take heed of Mr. R.M. Broome's suggestion that "the basic requirements of any scales is that they should offer a fair and equitable reward for the work done and the amount of education and training required. In addition, they must allow an outlet for the normal human desire of a person to better himself".[11]

This shortcoming means that, in future, college librarians will work for as long as they are "tied" for one can "tie" some of the librarians all the time; but one cannot "tie" all the librarians all the time. As soon as opportunities for advancement are open somewhere else there will inevitably be a "brain drain."

These are some of the critical problems facing the teachers college library movement to-day. The pathetic thing is that only librarians see the drawbacks in their true light. It is indeed frustrating to any librarian working in this situation. And I speak with first hand information! Unless the problems are nipped in the bud, the future of college libraries is grim. I would hope that the authorities concerned would not ignore the warning for this would definitely hinder the development of the country.

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HOW THE LIBRARY CAN CONTRIBUTE TO THE NATION'S EDUCATIONAL NEEDS AND SOCIAL DEVELOPMENT

SCHOOL LIBRARIES

by Miss E. Frost,
UNESCO School Library Adviser.

1. Watu na juhudi yao ndio shina la maendeleo.
(People and their hard work are the foundation of development.)

Education is primarily an investment in people. It may be regarded as a purely economic investment to produce people with the knowledge and skills needed to contribute to the development of the country whose citizens they are. And, in most countries, whether this objective is overtly expressed or not, education is geared to the training of people who will contribute productively to the development of their country. Curricula at all levels are designed with emphasis on subjects and disciplines needed to help the country develop effectively in areas in which particular manpower needs are greatest. In a world in which there is increasing need for scientists and technologists, most countries accord a certain priority to the sciences. In addition, grants for further study are usually more generous in fields in which trained personnel are most needed.

In developing countries where the need for skilled manpower is urgent and insistent, educational policy is usually clearly and specifically directed to this goal; and educational planning is clearly regarded as an integral part of social and economic planning. Educational planning normally receives priority, and this is reflected in the relatively high proportion of national budgets allocated to education.

This economic investment is in fact double-edged. Firstly, it ~~produces the skilled manpower needed to develop~~ the economy. ~~But there is a second way in which it~~ is a positive investment. Developing countries, on the whole, have a proportionately higher population growth than more developed countries, andwwith this growth the costs of and, with education become increasingly greater. As Professor Castle points out in [2]. Growing up in East Africa, "rise in population presents no insuperable problem in countries whose productive capacity more than keeps pace with the population increase." Where this is missing, the national economic product must increase to pay for the population bulge, and make educational development possible. In addition, most developing countries face the need to produce a population which is at least functionally literate, if all its members are to make effective contribution to their society.

The Addis Ababa Conference held in 1961 to establish educational priorities and targets for Africa clearly placed emphasis on secondary, technical and further education in order to produce the skilled manpower needed to help the African countries towards economic self-sufficiency. This conference also recommended the principle of universal primary education as soon as this was possible. Last year the CESTA conference was held in Nairobi under the auspices of the Organization of African Unity and Unesco to assess the extent to which the Addis Ababa objectives had been reached. One of the most important conclusions reached was that greatly increased emphasis would need to be placed on primary education, if there was not to be an alarming increase in illiteracy with its contingent problems. The need was emphasised to lay the foundations of permanent literacy (saving adult literacy programmers the need to re-educate those who may have left school technically literate, but

who have relapsed into illiteracy); and to avoid the immense wastage of those entering primary school but not reaching a stage of functional literacy. This wastage was estimated at 68%.

The chief targets of the Addis Ababa and the Nairobi conferences are expressed in the educational objectives outlined in the Second Five Year Plan. These are essential full self-sufficiency at all skill levels by 1989, basic primary education for all as soon as financial circumstances permit (1989 is set as the target date) and further expansion of secondary, technical and university education to the extent justified by the Manpower requirements of the economy.

However, it would be a very narrow view of education which accepted technical expertise and functional literacy as the only goals of education. All societies need to have their members fully developed as people, quickened by the spirit of intellectual enquiry and an understanding of their own social and cultural background and needs in the context of world development. As President Nyerere said in an address on education to the students at the Dar es Salaam University College, "the purpose is man." In addition, as the Director General of Unesco has pointed out, mankind is facing not only a crisis in education but a crisis in civilization, and he emphasises that consideration must be given to [3.] "the type of humanity that education proposes to offer as a model to the creative freedom of individuals and peoples...." Moreover, there is the problem of what is now commonly referred to as the information explosion. It has been estimated that in the scientific field alone this information explosion amounts to 15,000,000 pages of new reading matter each year. Whatever his role in society, the individual will have to be prepared to continue thinking

and learning right through his life if he is to contribute in his own specialism. Lifelong education is not an ideal but a necessity. Moreover, an individual's full potential cannot be realised during his years of formal education.

The devising of programmes which will develop the person not only with skills at the level at which he is working, but also as a productive, creative individual is a problem for governments and educational planners. The implementation depends on the calibre of teaching staff at all levels; and at all levels, good libraries can contribute much to the teaching programme and the development of students.

An unduly high proportion of this paper may seem to have been devoted to educational principles and objectives. However, school library development must be seen in the context of educational planning generally.

Anthropologist, Margaret Mead states that education in its broadest sense is a process of cultural contact, and she places books first on the list of such contacts. To what extent can school libraries contribute to the educational and social development of the nation? A well stocked, well organised library can do much to stimulate curiosity and a quest for knowledge. With support and encouragement from the teaching staff, students can be led to find the library not only a source of information and knowledge, but as a stimulus to thought and experience. It can develop in the student self-reliant study and thinking habits, so that after leaving school he will be capable of handling and evaluating new information and ideas, and will have embarked, without perhaps realising it, on lifelong education.

Something needs to be said about the type of school library that will make this possible. School libraries of the future will undoubtedly carry not only the usual book, periodical and pamphlet stock, but a wide variety of audio-vidual aids to support the written word. They will be rather information centres. However, this is for the future, except in richer countries.

At this stage, careful consideration needs to be given to the selection of a book stock which will be an aid to learning in its fullest sense. As a basis, all school libraries need a well balanced wide range of reference stock to satisfy the quest for information. This should range from books in which it is possible to obtain specific factual information such as the height of Kilimanjaro to a variety of comprehensive reference works which provide students with material which can and must be interpreted and evaluated for the particular purpose for which it is being used - such as a project on the effects of Livingstone's explorations and discoveries on African history, for example. Obviously a great deal of the non fiction stock as well as pure reference material comes into this category. Nor should the student be protected from divergent viewpoints. He needs to learn that there are no final answers to many of man's social and ethical problems, and that he himself will need to apply much of his thinking to such problems if he is to contribute to his society.

Obviously, selection of non fiction will be governed to a large extent by subjects appearing in the school curriculum, with emphasis on those subjects taken at senior level. But even in the area of curriculum, it would be unwise to limit stock to examinable aspects of subjects. Reading beyond the demands of the examination syllabus will bring home to the

student the fact that knowledge is not finite, and will, in addition, make him a better examination candidate.

A library which supports only the needs of the curriculum will lead to unbalanced reading habits. It is equally important that there should be a wide range of books which will stimulate the student's curiosity about his physical and cultural environment, and his place in society and history. There is also a need for books which will encourage leisure interests and activities, which will contribute to the individual's fuller development, and hence to his contribution to society. The imaginative and emotional horizons of the student also need extending, if he is to become a full person, and good school libraries should carry a selection of creative and imaginative literature which will enable the student to develop in this way. A stock of well selected books of the kinds suggested above may do much to lead the student to that important stage in his educational development where he becomes a committed reader, and has laid the foundations of a lifelong reading habit.

A good book stock, however well organised will not in itself create readers and seekers after knowledge, though it may do much to stimulate both. It is important that the library habit should be inculcated by active teacher interest and guidance. Teachers can do much to develop the library habit by making the library an indispensable adjunct to their own teaching programmes. For example, if doubt occurs about a point of factual information during a lesson, immediate recourse to the library for verification establishes the fact that the library is a reservoir of information. Students can be sent to the library to check, being asked to note the source of their information, thus establishing the beginnings of the habit of reference to the library.

Or the book can be brought from the library into the classroom, and together the class can find the information. At a slightly more complex level, topics which are raised in class and rouse interest can be pursued by reference to the library. A teacher can take his class to the library and point out those books which will provide information about such a topic. On occasion, this may involve a great deal of tracking down of information, starting possibly with an encyclopaedic reference and making use of tables of contents, chapter headings, indexes and bibliographies to locate the material required. Students are then learning how to use books effectively. Students accustomed to using the library in this way during schooldays are much more likely to turn to those libraries to which they will have access in adult life, and make them an essential part of their working and leisure activities. In this search for information, teacher and students may well be working together in the search for knowledge, and it becomes obvious to students that knowledge is, in no way, finite. Higher School Certificate or a university degree are not an end, but a beginning in education. The example of the teacher learning <u>with</u> his students by referring to books may well start the student on the path of lifelong learning and a continuing quest for knowledge. Essays, projects and assignments can be set in such a way that they cannot be completed satisfactorily by more regurgitation from textbooks and formal classroom teaching, but involve the student in active use of a variety of sources of information - which may at times be conflicting. It does require greater knowledge in depth on the part of the teacher, a willingness to learn himself and a certain flexibility in thinking. It also requires greater knowledge of books and their use, and means that the teacher must familiarise himself with those sections of the library connected with his subject. It is safer and easier to teach

from the textbook: and the pressure of examinations may lead many teachers to channel their efforts into teaching essential information and the techniques needed to pass. However, this use of the library will contribute more to the total educative process, and also prepare better examination candidates.

A great deal has been said about the library stock and its use; but neither of these is going to be satisfactory without adequate preparation of teachers. And this preparation must take place at the stage of teacher training, supported by refresher courses and in-service training. It is imperative that teacher training should emphasise the contribution of school libraries to effective teaching. All students need a simple, basic training in some aspects of school librarianship as an integral part of their courses. This should probably be chiefly in the use of books as teaching aids, and involves guidance in the evaluation and selection of books for young people. In addition, all students probably need a guide to the simpler aspects of library organization, if only to find their way round a school library. There is also a crying need for teachers qualified to stock and organise libraries, and a special option for those interested is equally essential. It is often argued that with the existing grave shortage of teachers, specially trained people with a specific allocation of time for this purpose is a luxury that cannot be afforded. I would venture to suggest that it is precisely during a period of acute shortage that active, trained teacher librarians could do much to alleviate the worst effects of teacher shortage.

In addition to the problem of staffing, there is that of finance. Without adequate subventions, strong school libraries cannot develop. The present system is that a

Ministry allocation of 10,000/- is made to all schools starting with a new purpose built library. Other schools receive a proportion of the per capita grant at the discretion of the Headmaster. Allocations are often far from adequate. Effective planning of school libraries is not possible on this basis. What would seem to be really necessary is a Ministry directive that a certain percentage of the per capita grant must be spent on the school library: or, better still, the Ministry could allocate special funds for expenditure on the library to be accounted for separately, so that expenditure is clearly made on the school library. Perhaps the principle of a certain proportion of the total education subvention being assigned to school libraries could be adopted. At a conference of library planners in Colombo in 1967, it was recommended that 2.1% of the secondary school budget and 1% of the primary school budget be allocated specifically to libraries. At a conference held in Central America in 1968, it was agreed in principle that by 1972, 1.5% of the education budget be allocated to school libraries. It might be profitable for Tanzania to think along these lines.

Emphasis in this paper has been on secondary school libraries, as this is the area in which major development has been taking place. This has been in keeping with stated educational objectives for Africa, and the recommendations of the Hockey Report. In addition, there is the language problem in primary schools. However, the CESTA conference has highlighted the need for development of primary education, and libraries must develop in this area, also. There are over 4,500 primary schools in mainland Tanzania. The task is daunting. As a first step, might it be possible to think of placing a basic stock of say

50 books in primary school libraries? If the average cost of a Swahili book at this level is estimated at 3/-, a stock of 50 books in 4,500 primary schools (to work in round figures) would be 550,000/-. The estimated capital cost for primary education for 1970/1971 is 20,899,000/-. 550,000/- is a small proportion. Ministry bulk purchase would probably reduce purchase costs, as substantial discounts could probably be obtained. Such a small stock would not necessitate the use of library stationery, so distribution costs only would need to be added to purchase costs. This would involve, a fixed stock, which in principle is not to be recommended; but perhaps the shortage of Swahili titles plus the exigencies of the situation would justify such a measure.

There is one other way in which, I would suggest that the school library could contribute to the development of the nation. All students can and must be trained in the proper care of what is public property. However, I s like to emphasise the role of library monitors who are essential to the functioning of the school library. T e can be positive social gains here. Library monitors have to exercise considerable responsibility in the care and upkeep of public property. They have to learn to exercise some qualities of leadership in their handling of student borrowers. They are contributing to the needs and social development of the school community. Might it not be possible for the work of library monitors to be regarded as an acceptable alternative to shamba work, and as a nation building activity?

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HOW IMPORTANT IS RESEARCH TO LIBRARY DEVELOPMENT PLANNING

by Mr. J.R. Haselgrove - Senior Librarian,
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Dar es Salaam.

Before I answer this question I would like to explore the background of library planning. The volume of material that has been published on the subject is very slight indeed and when I say 'published' I am also including articles that have appeared in our professional journals. Probably the most significant contribution to date is that written by Carlos Victor Penna, the Head of Unesco's Division of Archives, Documentation and Libraries [1]. I feel that not all librarians will find themselves in total agreement with the Penna concept of the planning of library services, nevertheless I would advise every professional librarian working in a developing country to familiarise himself with the principles that Penna outlines in his article. Those who take the trouble to read through it carefully will find it a worthwhile experience, especially those who have contributed articles to "Someni" on the subject of library planning in Tanzania - they will indeed find a kindred soul in Penna (if I may be permitted to use the term 'soul').

Penna's article presents an essentially theoretical approach to the subject of library planning. He writes:-

> .....the planning of library services is regarded as one specific aspect of educational planning within the

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1. Penna, Carlos Victor : Planning library services. Unesco bulletin for libraries (Vol.XXI, no.2, March-April, 1967).

social and economic planning of a country or region; for only within this context can library planning acquire the foundation of support it needs if it is to be effective. Regarded in that way, the planning of library services implies a continuous systematized process of studying educational problems at all levels, including adult education, and the problems of scientific research from the standpoint of library needs, it also involves determining the aims of library services, setting the targets for attaining those aims, and preparing realistic decisions to ensure that those objectives will have reached through the rational and reasonable use of available resources.....

Looking at this kind of statement it would be easy to arrive at the conclusion that the developing country starting up library services from rock bottom would provide an unrivalled opportunity to apply Penna's principles, step by step, and in the process achieve a library service attuned in every respect to the educational, social, economic and political aspirations of a particular country. However it is certainly not as simple as that and I have my reservations about the ability of the model library plan being able to produce the model library service.

I think that Penna is a little too closely argued, a little too neat, a little too glib. I do not make any claims to being a 'fundi' on library planning but I have been close enough to library planning to have picked up what I would term a 'rubbing acquaintance'. One of the basic principles of planning that I have absorbed is that if library planning of this type, or any other kind of planning, is to make any sense at all, it must be

firmly based on the studied analysis of reliable statistics and other data. To my mind therefore, it is at precisely this point that the Penna theories start to lose their appeal. In Tanzania or any other developing country, one of the main stumbling blocks to planning progress is the scarcity of, or complete lack of, reliable planning data. And yet to press on with the grand concept of the theoretical plan without the factual background is fatal - in Tanzania there is a certain grim humour in recalling the Groundnuts Scheme, one of the most monumental planning fiascos of all time, a project that failed because the planners failed to make sure of their facts or were misled by the available facts. I would doubt very much whether the position is much improved today - the problems I have in collecting library statistical data for a Unesco questionnaire recently suggest that it is just as difficult. I believe moreover that Penna underestimates the time it would take to collect the essential planning data.

It was at this point that I came across a book, recently added to the stock of the Tanganyika Library Service, with the intriguing title "Planning without facts"[2]. The author was writing on the economics of development in Nigeria and I could not find much of direct relevance to library planning but it did provide a fruitful source of quotations which reinforce the points I have been making:-

> .....the development planner cannot assume his facts: he must find them as best he can.....
>
> .....much of development theory proceeds - properly so - on such assumptions as that the future is known and that the existing starting point is well defined. The practitioner, by contrast, very quickly finds

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2. Stolper, Wolfgang F. : Planning without facts. Harvard University P. 1966.

himself aflost in a sea of uncertainties.....

and finally:-

> ....."Lack of facts" suggests to a planner first of all lack of statistics. And indeed, statistics, especially in underdeveloped countries, are neither plentiful nor easily interpreted. No economist can do without them, he will, of course, organise the collection of more and better statistics. At the same time, it is dangerous to take statistics which are the end result of detailed investigations too seriously, to derive policy conclusions from them without a careful study of the underlying detail, and to make policy prescriptions on the basis of international comparisons.....
>
> .....these remarks are neither anti-statistical nor anti-theoretical. Theory is, after all, only a method of organising facts, of asking relevant questions, of analysing a situation. The basic problem is that all too often it is unclear precisely what question should be asked, sometimes the question is asked wrongly; and it is by no means certain that answers always exist.....

I think that these extracts highlight the problem and we should note that Penna himself concedes:-

> .....one of the major weaknesses of the Latin American library system is the lack of statistics and consequently of accurate and comparable data on library science....

All I can add to Penna's statement is that the collection of data is even more difficult in Africa where libraries are a relatively more recent form of development.

In my roundabout way I have gradually been working round to the title of this talk but before I commit myself further there are a few cardinal points that I feel I must make. First, I believe that it is essential to see that our library development programmes are flexible. They must be capable of being easily adjusted to changed circumstance and should be able to accommodate policy changes without too much difficulty. My second point is that library research, at whatever level, must always complement, or perhaps I could say contribute to, library development planning. It should never impede it or replace it in importance. It is all too easy to become preoccupied with the fascination of devising new approaches and new ideas without pausing to consider their practical application in relation to the basic library development plan. For example we might pause to consider the hypothetical case of the librarian who writes a ten page article for "Someni" in which he offers conclusive proof that the National Central Library should have been sited in Kariakoo Market. The practical value of such an article is nil and the time and effort has been wasted. If however our writer has explored the need for opening a branch library in Kariakoo Market or examined the need for a trailer library service in the area, an providing he had supported his suggestions with careful and realistic appraisal of the relevant facts, then the article would have had some merit - particularly if he had done his homework properly and remembered to take into consideration the new Dar es Salaam City master plan which was recently published. The further point I would make on the subject of library research is that is is enormously time-consuming and care must be taken to make sure that it does not distract us from our normal duties. Finally it must be recognised that if research is to be of any value it must be competent;

unsubstantiated woolly conclusions and dogmatic statements will ;not help library planning in the least and if taken to extremes may even create dissent and ill-feeling.

Having got that off my chest I can now turn my attention to the question posed by the title of this talk - "How important is research to library development planning?" The answer is, of course, a little obvious - it is essential. Perhaps the title would have been rather better phrased if it had read "What forms of research are relevant to library development planning and how important are they?" This is the question that I prefer to explore.

We should start by defining what we mean by research. A standard dictionary definition reads:

i) The act of searching (closely or carefully) for or after a specified thing or person.

ii) An investigation directed to the discovery of some fact by careful study of a subject; a course of critical or scientific enquiry.

Most people connect research with science. We are used to reading about the scientist pushing back the frontiers of knowledge by following programmes of experimentation and intensive research. It is therefore of some interest to read what the scientist has to say about research in librarianship. In the May, 1969 issue of Research in Librarianship, T.A. Whitworth, a Senior Lecturer in Chemistry at a College of Technology examined the question of conducting library research along scientific lines. He first outlined the purely scientific approach to research:-

(a) The relevant literature is critically examined
(b) A thorough collection of field data or equivalent observational enquiry is conducted and is supplemented if necessary by laboratory examination of specimens.
(c) The information obtained is marshalled and correlated and the problem is defined and broken down into specific questions.
(d) Intelligent guesses are made to answer the questions, as many hypotheses as possible being considered.
(e) Experiments are devised to test the likeliest hypotheses bearing on the most crucial questions.

Two further steps may be added he suggests:-

(f) The hypotheses are used to predict new effects which in turn are tested by experiment.
(g) The findings are communicated to others.

Whitworth goes on to say that his own limited experience suggests that many library studies do not progress beyond stage (c). In other words, information is collected, classified and evaluated in an admirable manner but few investigations seem to involve planned experiments to test a specific hypothesis. Whitworth acknowledges that following library research along scientific lines is no easy matter and goes on to say:-

> .....It is a fascinating approach which will well repay the effort involved. The type of (library) research I am advocating is based on the principles outlined previously:-
>
> (a) The use of controlled experiments to test specific hypotheses.

(b) An objective approach to evidence rather than a reliance on tradition, authority or introspection.
(c) A willingness to test the apparently obvious.
(d) Emphasis on quantitative measurement where feasible.

So much for the scientific approach. What are the traditional methods and how can they help us? One of the most popular methods of acquiring factual information is by means of a survey or special investigation. This may be conducted by one person or by a team. The information that is collected is analysed and certain conclusions drawn on the basis of the analysis and usually the resultant survey statistics and conclusions are published in the form of a report. The Tanganyika Library Service has acquired a certain amount of experience in carrying out readership surveys. The first was based on a questionnaire that was completed by a random sample percentage of the active readership - in this instance one in every ten readers completed the questionnaire, that is, 10%. This survey was carried out in 1966 and the actual questionnaire was prepared after examining a copy of the questionnaire used in the Unesco Survey of Delhi Public Library. The final framing of the questions to be included in our questionnaire was completed at a meeting attended by all the professional librarians then working with the Tanganyika Library Service.

1969 has been a very active one from the point of surveys. The appointment of a Rural Services Librarian during the year fore-shadowed the introduction of a Rural Library Service in the Mwanza area. This Librarian's first task was to carry out a full-scale survey to collect as much background information as possible before the start of the actual service. He was given the following brief:

i) In consultation with the experts attached to the literacy Project to prepare lists of books suitable to stock the mobile unit and reading centres.

ii) To discuss the proposed service with the Rural Development Officials; with political leaders; and with officials with direct experience of field work in the region.

iii) To prepare a list of villages, schools, etc that may be served and to gather information concerning their accessibility, availability of possible premises, size and potential numbers of readers.

iv) To make a tentative decision regarding the type of service to be offered to each village and to prepare draft route plans.

On completion of this initial investigation the Librarian was then required to undertake the route survey and the following is a summary of his instructions:-

i) Take delivery of survey vehicle, which will later function as a delivery vehicle; emergency vehicle for use when mobile unit is undergoing repairs; and for possible extension of service to additional areas.

ii) To carry out a physical check of the routes selected and time distances between stops.

iii) To visit village leaders to explain the new service, to select possible premises for reading centres and to explore the possibility of obtaining help for the construction of purpose built literacy centres.

iv) To select and train people to look after literacy centres.

v) In places where a direct service is to be given, to attempt an assessment of the numbers of people likely to use the service.

These then were the preliminary stage investigations and we should note that further research will be needed in connection with the preparation of final route plans, publicity, etc.

A different type of survey that was also carried out this year took the form of an analysis of books on loan and books remaining on the shelves on one particular day. This exercise was carried out initially in the Dar es Salaam Central Library but the preliminary results were so promising that the survey was later extended to all service points. The results of this investigation have proved most interesting and provide an invaluable picture of reading trends and habits. The decision has already been taken that this will be an annual exercise. The Tanganyika Library Services Board received a preliminary report on the survey and have indicated that they wish to see the results published in conjunction with the 1966 survey results.

Yet another survey is currently being carried out in the library service. This is on behalf of the Survey of Language Use and Language Teaching In Tanzania team based at the University College Dar es Salaam. This survey is actually being carried out on a national scale and involves the use of various sampling techniques and questionnaires which have been devised to meet the requirements of different groups, organizations and localities. The S.L.U.L.T.T. team designed a special questionnaire for use in the libraries and the Tanganyika Library Service helped with the design and layout of this particular questionnaire. In this way we were able to slip in one or two questions of our own. This library survey is another that is being conducted on a 10% sample of the active readership and the

completed forms will eventually be handed over to the S.L.U.L.T.T. for processing. What are the pitfalls to avoid in surveys? I would suggest first that the actual framing of the questions is critical, they must be free from any ambiguity and be readily understood by the people who will be answering them, otherwise the results will be hopelessly compromised and possibly useless for planning purposes. The other point I would make is that any survey is a time-consuming business and makes heavy demands on staff time.

Let us leave surveys and look at other, perhaps less obvious, ways of applying research for planning purposes. Another approach is that of the 'controlled experiment'. I can best explain the principles by quoting from a talk given by Max Broome in Nairobi in 1965:-

> .....until a service of some kind is provided it is almost impossible to begin to build a picture of what type of service is required. This is particularly true of libraries - people simply do not respond to a research worker and a questionnaire in quite the same way as they do to shelves full of books. There is no survey devised that can beat the principle of 'testing the market'.

The idea behind the controlled experiment therefore is to introduce a service in embryo and to observe reactions to the service before it is expanded. The building we are sitting in today evolved from the pilot service started in temporary premises in Mkwepu Street in 1965. The experience gained and the lessons learned were able to influence thinking in the early planning stages of this building. A similar experiment took place up-country in Iringa where a small branch library in a shop was eventually replaced

by the new library that was recently completed. Not so long ago another experiment centred on the idea of testing reaction to a hospital library service. The Red Cross Society had for some years been concerned with the distribution of reading materials to patients in Muhimbili Hospital. Much of this material was unsuitable and therefore discussions were held with the Red Cross Society on the proposal that the Tanganyika Library Service would provide a basic collection of selected and more suitable reading material at their disposal if they would be willing to handle the distribution side. The outcome of this experiment, successful in a sense, was that the entire collection disappeared and as a result the idea of a hospital library service has been shelved until such a time when the Tanganyika Library Service is able to spare staff to run the service in its entirety.

There are dangers with the 'controlled experiment' method. It is vital that it should be used with caution. It has proved all too easy to fritter away resources for little return in actual development planning progress. The extreme example may be seen in Uganda where in the early stages of library development there was a rush to open dozens of small libraries in most of the towns. Without pausing to consider the consequences and ensuring first that there was guaranteed income available to support the libraries, let alone develop them. The consequence may be seen if we look at Uganda Public Library development today. The opportunity to make use of the initial impetus of development has gone and the growth-rate is stunted.

Most librarians keep records. Bookstock figures, accessions registers, statistics files, records of reference enquiries, postal library reader loan records and the register of enquiries received at the Reader's advisor's desk are examples. This is also basic data which can have a use for planning purposes. I am sure that in many cases we tend to neglect the research possibilities inherent in this type of information and draw few conclusions from what we acquire. In passing we might note that book issues have gone up or down and this is about as far as we go. I think we could try a little harder to find ways of using the information we gather and not just collect it unthinkingly to be filed away and forgotten.

I will conclude this section of my talk by referring to two other forms of indirect research. The first is the meeting. A conference such as this one can make a big contribution to library research by highlighting problems and providing an opportunity for them to be discussed in depth and detail. So also do seminars, working parties set up to explore and investigate specific problems, and staff meetings. The importance of the staff meeting is not always realised but do not forget that the library planner and policy maker is often also the library administrator and as such, is remote from the actual working departments that have the all important contact with the actual readers. The staff meeting therefore offers a very necessary means of channelling information from the librarian on the floor to the librarian/planner.

We must also look upon publicity as a possible source of information. By publicity I am thinking in terms of radio talks, press releases and articles, general talks

by the library staff to various groups, institutions and organisations, and the many publications that can be issued by the library. Annual reports, book lists, subject lists, bibliographies, accessions lists, reader's guides and so on. Some information will inevitably trickle back in the form of feed-back or response to this kind of publicity.

I have tried to indicate then some ways in which more people can participate, even indirectly, in library research which can contribute to library planning. I think we have to accept that not everyone can hope to take part directly in the actual policy making and development planning - we have after all our own jobs to perform. It is however possible to assist the process by keeping our eyes open and our minds alert in the collection of basic planning data. There are still many areas of library research that have not yet been touched. Much of our research so far has been directed at finding out more about the library user so that his needs may be understood more fully and the service adjusted to meet these needs. We still know virtually nothing about the non-library user and why he remains outside the library. We need, for example, access to reliable literacy figures, broken down district by district - these do not exist yet. More study needs to be made on the library resources of Tanzania and how to make the best use of them - in other words an investigation into ways and means of introducing a viable scheme of library co-operation on a national scale. We need library manpower studies, we need development studies for government libraries and special libraries, we need to know more about Kiswahili publishing trends. But above all we need to be workmanlike in the way in which we approach these studies and to remain constantly aware of the practical applications of the work that we are doing. Whatever the

type of library we must ensure that any research we carry out is relevant to the development of new services or the improvement of existing services.

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